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ABSTRACT

The purpose of this study was to explore the conceptions, feelings and attitudes of elementary and junior high school students toward the topics of aging, the elderly, death, and dying. To gather data, an announcement was made to all schools within the state that the Rhode Island Gerontology Center would sponsor a contest for all school children in grades 4 through 8. Students were requested to submit, in any art form, original works focusing on the specified topics. Cash prizes ranging from 50 to 150 dollars were announced to encourage participation. Judges reviewing the entries made decisions according to criteria acceptable in their respective artistic disciplines. Each entry was categorized according to media type (i.e., visual arts, language arts, or multimedia), and each category was analyzed separately. Visual arts entries were further categorized according to the recurring themes they projected. Language arts entries were analyzed for content expressing children's positive or negative attitudes and for concepts of interpersonal/intergenerational relationships. Entries were also grouped by grade levels to identify age differences. Illustrated with many examples of children's written expressions, results of the analyses are first typified in a general way. Findings related to age differences are reported, conclusions are drawn, and implications are discussed. Twenty-one of the children's drawings are appended. (RH)

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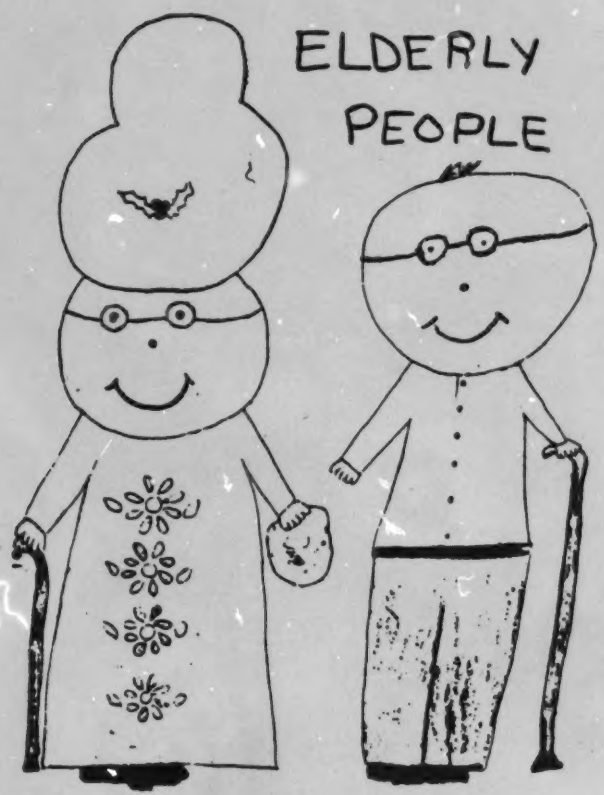

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Attitudes of Children Towards Aging, the Elderly, *and* Death & Dying as Expressed Through the Arts

Gamal Zaki
Sylvia Zaki

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Presented at the 35th Annual Scientific Meeting of the Gerontological Society of America
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The judges who volunteered their time are to be commended and thanked for making the contest a success. The judges were:

Language Arts
Dr. David Orsini
Dr Elaine Palm
Mr. Joseph Mc Sweeney

Visual Arts
Ms. Edith Becker
Ms. Cheryl Goldman
Mrs. Arleene Sweet

Audio-Visual Arts
Dr. Mark Goldman
Mr. Lawrence Budner
Mr. Frederic Lamer

Theatre Arts
Dr. Marc Goldman
Mr. John Custer
Mrs. Barbara Matheson
Dr. Raymond Picozzi

Music
Dr. Philip McClintock

Multi-Media Presentations
Dr. James Turley
Dr. Louis Boisvert

The efforts of Joan Johnston, Kimberly Morris and Richard Larramore reflect their dedication and enthusiasm.

The contributions of Karen Atkin, Mary Beth Clements, David Levin, and Caroline Molloy also have to be recognized.

And last but not least, the authors are grateful for the help of Dr. James Bierden, Associate Dean of Arts and Sciences at Rhode Island College. He presided over the Advisory Committee for the contest from its inception in the summer of 1981 to the final program in February 1982. Dr. Bireden was a crucial factor in making the entire study a great success.

Gamal Zaki
Sylvia Zaki

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I. INTRODUCTION

In recent years, a growing interest has developed in studying the attitudes of children towards aging, the elderly, and death and dying. The basic assumption is twofold: the attitudes of children towards aging may have an effect on their ability to cope with the aging process in later years of their lives, and secondly, early attitudes, perhaps are important determinants of their feelings about aging and the elderly through their lives.

The very limited research which has been conducted in this area depended entirely on verbal and projective techniques. This study deviates from the usual patterns and methodologies of measuring the attitudes of individuals through these techniques. This study focuses on the ability of the individuals to express their feelings, conceptions and attitudes through any form of art, visual or verbal. The freedom of expressing these attitudes provides the respondent with an opportunity to follow his/her own style without any imposition from the researcher.

Statement of the Problem

The main objective of this study was to explore the conceptions, feelings and attitudes of children, grades four through eight, of all the schools of the State of Rhode Island, through any art form; i.e. poetry, prose, paintings, drawings, film strips, music, plays, still pictures, etc. Specifically, the study aimed at identifying the following:

What are the basic attitudes of children toward aging, the elderly and death and dying?

What are the sterotypes children develop regarding the elderly and aging in general?

What perceptions have the children developed about aging and death and dying?

What are some of the fears children have about aging and death and dying?

The study then is exploratory in nature. The methods used have not been utilized in this particular field of investigation.

Importance of Study

For centuries poets and philosophers have professed the continuity of a life, that the child indeed is father of the man. Today the concept is a basis for an approach to understanding aging and the elderly stage of life. The elderly are a product of a lifelong process. The definition of the aging process is no longer confined to the studying of the process as it pertains only to the elderly. Gerontologists are beginning to take into consideration the impact of the socialization process in the early stages of development on the patterns of behavior prevalent among the elderly in society. It is a myth to assume that people change their personalities immediately after turning 65. Personalities are shaped to a great extent in the early stages of development. It is paramount that we study the perceptions and attitudes of children towards aging, the elderly and death and dying in general. During these formative years attitudes are internalized and to a great degree they are reinforced or modified according to the experiences to which the individual is exposed.

It seems that society is not yet ready to accept the fact that people are living longer. The practices of the socialization process in our society tend to cater to the immediate and short term needs. Our current practices do not reflect a basic understanding of the long term needs. Society, it seems, is still shortsighted in understanding the dramatic demographic changes and their implications on the socialization process. Many examples can be cited to indicate this assumption. We tell our children, especially through the media, to brush their teeth so they might not develop cavities. This is a short term objective. The long term objective should have been to instruct the children to brush their teeth because they have to last them at least eighty years. The same is true for exercising, protection of eyesight, dieting, and not smoking. Stress should be

placed on the relationship to longevity rather than to the child's immediate well-being.

If we accept the hypothesis that aging is basically a loss process, then we are not very successful in preparing our children to cope with loss. In our "disposable" society, we tend to replenish what we loose as an integral part of our style of life. The easiest way to cope with loss is to replace the loss with any rewarding object. As an example, the "Tooth Fairy" which rewards us for losing our teeth. We do not in actuality help our children to understand, accept and cope with loss. The young become more focused on the present with its rewards, than on the future which encompasses the full life span, particularly old age.

The implication is that we have to help our children to learn how to cope with loss, stress and change so they can cope with their aging process. An aging person who relied all his life on others will develop dependency relationships in his later stages of life. To age successfully, the socialization process should be geared to meet the challenges of growing old. Understanding the basic attitudes of children towards aging, the elderly and death and dying is the first step towards our ultimate goal of helping our children to grow old.

Methodology

Very little research has been conducted in the area of identifying the attitudes of children towards aging, the elderly and death and dying. Almost all the studies reviewed used the conventional methods of measuring attitudes through the reaction to predesigned stimuli. This creates a severe limitation on the results of these studies, especially if the subjects are children. The responses are primarily shaped by the interests of the researcher more than the respondents. The development of a method which would recognize this limitation was the concern of the authors. It seemed that offering children an open-ended stimulus would create an atmosphere conducive to

spontaneity as well as creativity. The freedom offered through this technique would provide the children an opportunity to express their inner feelings without interference from the interviewer. As in all open-ended techniques, the difficulty rests with the categorization, analysis and interpretation of the collected data; a risk which was worth accepting for the sake of experimentation as well as the discovery of attitudes probably internalized that might never have surfaced otherwise.

An announcement was made to all schools of the State of Rhode Island that the Rhode Island College Gerontology Center, realizing its responsibilities in developing a sense of awareness in the community as to the importance of instilling healthy attitudes towards aging and the elderly, would sponsor a contest among all Rhode Island's children grades four through eight to creatively express their attitudes towards aging, the elderly and death and dying in general. Students were requested to submit original works, in any art form; i.e. poetry, prose, paintings, drawings, film strips, still pictures, plays, music, and movies capturing and expressing their inner feelings, ideas and fantasies about aging, the elderly and death and dying. The children and their teachers had the option of submitting individual entries or group projects. Cash prizes ranging from $50 to $150 were announced to encourage the children and their teachers to participate.

A one-day Fair/Conference was organized and held with the participating students, their families, teachers and friends to celebrate "The Creative Child and Our Elderly". Many grandparents attended with their grandchildren.

Judges from the different arts were appointed to review the entries; none of them was related to the field of gerontology. They were asked to make their judgements according to critera acceptable in their disciplines.

The data was categorized according to the nature of the entry;

i.e. visual arts, language arts or multimedia. Each category was analyzed separately. Conclusions were drawn and recommendations were suggested.

II. REVIEW OF LITERATURE

The review of literature reflects the complexity of the attitudes of children towards aging, the elderly and death and dying as well as the difficulty of measuring these attitudes. Very little research has been conducted in this area within the field. The review of these studies is important in two respects; exploration of the results of these studies as well as identifying the methods used by the researchers.

Treybig (1974) studied the attitudes of children to the word old, selecting a sample of children aged three to six. In response to the question "What do you think old means?", three and four-year old children exhibited a strong tendency to reply with words or phrases indicating that old refers to something that should be discarded because it has deteriorated and is no longer useful. The following are typical responses for this age group: "Get rid of it", "Yukky and full of holes", "Throw it away", or "Don't touch it".

In contrast to the youngest children, the five- to six-year olds tended to respond in a different way, reflecting perhaps a more developed ability to growth or an increase in chronological age. Typical of these responses are "It means someone is going to die", "It means you are crooked and people can hardly walk", "Someone who's going to die but don't". When children were asked "Would you like to be old sometime?", the great majority replied negatively, rejecting the idea of being old. It is reasonable to expect that these early attitudes, perhaps deeply internalized, are important as partial determinants of later adolescent, young adult, middle aged and elderly feelings about age and aging.

Another study, conducted by Harris and Associates for the National Council on Aging (1975) reflects the same thesis. Over 4,000 face-to-face household interviews were conducted. The sample included a representative cross-section of the American public 18 years of age and over. The results indicate that 45 percent of those 65 and over felt that they get "too little respect" from younger

people. Surprisingly, the public under 65 seems more aware of the respect problem than the older public itself: A full 71 percent of the public 18 to 64 felt that people over 65 got "too little respect" from younger people.

While examining housing projects that accommodated elderly as well as newly established families (1969), the author found similar results. It was evident that the two segments, the elderly and the families, existed in a very loosely intergrated environment with minimal contact between them. Although 25 percent of the elderly indicated some relationship with the families residing in the project, only 16 percent of the families indicated that they had relationships with one or more of the elderly residents. As reasons for this isolation, the majority of the elderly indicated that they were usually harrassed, humiliated and hurt by children and juveniles. As one elderly woman said, "What can you do? If you complain to the parents, they don't give a damn; and if you call the police, the kids will get you and it becomes worse." Intensive research is needed in the area of attitudes toward the elderly in general.

Education about the process of aging should start as early as possible; it should begin at kindergarten, not after retirement. Aging and death are integral parts of life and should be understood as such. As the policy statement of the 1961 White House Conference on Aging (1961) said, "Education for aging is related to each aspect of aging and is part of the lifelong learning process. Education for everyone about aging will influence the community attitudes and actions with respect to aging problems. The initial stimulation of education programs for, and about, and by aging should be through institutions that have public responsibility for education, that in combination, have nationwide coverage and that have confidence of all groups. These institutions are public schools, institutions of higher learning and libraries."

A review of literature indicates that although this statement

was made over twenty years ago, little has been done. Jacobs (1975) noticed that "While a considerable number of individual school systems have in recent years introduced some emphasis on education for aging below the adult level, no generally recognized pattern for elementary and secondary school systems has yet emerged."

The attitudes found in children, if not corrected, may well carry over into adulthood. Today we find many professionals and paraprofessionals who are directly responsible for services to the elderly and whose basic attitudes toward the elderly are based more on myth than on reality. There is evidence of this in service agencies, where one may observe a professional of paraprofessional treating older persons as children; scolding, controlling, supervising and condescending.

The authors (1974) were asked to review a proposal for standards of day-care centers for the elderly. These centers are designed to provide needed services to older persons with physical, mental or social impairment. The program serves the purpose of helping older persons with activities of daily living, and enables them to return home at night. While the authors were reviewing the proposal, they had a vague feeling that they had read the same material before. After much thought, they found that the proposal was in actuality a copy of the standards for licensing day-care centers for children. The only difference was that the word "elderly" was substituted for the word "child".

Seefeldt.et. al. (1976) concluded that the children did not perceive growing old as positive; had limited knowledge and contact with older persons, especially those outside of the family structure, and did not know any names of old people; showed a mixture of positive feelings of affect and either stereotypic or negative attitudes about the physical and behavioral aspects of aging. Children assigned postive characteristics of rich, friendly, wonderful and good to old people, but also the negative characteristics of sick, ugly and sad.

Hickey and Kalish (1968) in their study concluded that children had negative and stereotyped attitudes toward aging and the elderly. The children recognized the differences among adult age groups, the older the person the less favorable the image held by the children. Tuckman and Lorge (1956) found that junior and senior high school students perceived the years between 60 and 70 as inactive, lack of interest and complete loss of adult roles. They indicated that the attitudes of young people reflect the stereotypes and myths prevelant in our society.

Kastenbaum and Durkee (1964) conducted a similar study and concluded that aging carried negative connotations among the respondents. These negative perceptions affect the attitudes of the young population. McTavish (1971) reviewed the literature and research findings found that negative attitudes as well as stereotyped perceptions prevail. In general, old people were viewed as apathetic, withdrawn, lack the ability to learn new things, lack interest in sex, slow, ill, withdrawn and forgetful.

Lillian A. Phenice (1981) concluded that "Although children have little knowledge of older people in our society, children who had the most contact with elderly persons were able to describe and discuss more things they could do with and for elderly persons than children who had least contact. The more negative evaluations of older persons by those children having more contact with elderly persons may be a matter of cognitive development from a global state to one of greater differentiation and specification (Scarlet, Press, and Crockett, 1971). The children were using surface cues, basically physical and behavioral, to classify and categorize elderly persons. In a previous study by Jantz, Seefeldt, Galper, and Serock (1976), these physical and behavorial cues were oftentimes scored as negative rather than positive by coders because the particular society or researcher had classified these characteristics as negatives. White hair, having wrinkles, walking slow, and sometimes shaking are not necessarily negative descriptions; they only become so when society looks at these traits as negative.

The child in fact was seeing cues from which he formed his opinions for classification and clarification. Therefore, this investigator cannot conclude by reporting that children's preceptions of elderly persons were negative. There was a mixture of positive, realistic as well as negative perceptions of the elderly."

The literature on children and their perceptions of death is focused on cognitive development and on the child's emotional reponse to death. One of the earliest and most influential studies was conducted by Maria Nagy in Budapest, Hungary in 1948. She studied 378 children, ages three to ten, analyzing their written compositions, drawings and discussions about death. Nagy stated her findings:

"What is death? Among the children from three to ten the replies give to the question can be ranged in three groups. As the different sorts of answers can be found only at certain ages, one can speak of stages of development. The child of less than five does not recognize death as an irreversible fact. In death it sees life. Between the ages of five and nine, death is most often personified and thought of as a contingency. And in general only after the age of nine is it recognized that death is a process happening to us according to certain laws." (1948)

Nagy identifies the third stage as "Death the Cessation of Corporal Activities". At this stage the child sees death as universal, comprehensible and there are eternal mysteries beyond the physical changes.

From the Piagetian perspective, Koocher (1973) studied 75 children, ages six to fifteen. He found that children's perceptions of death corresponded with their developmental levels rather than their chronological ages. He found that children at higher developmental levels viewed death realistically and objectively.

Childers and Wimmer (1971) studied 75 children, ages four to ten. They examined the child's concept of death universality and irrevocability, finding that by age ten, 90 percent of the children

recognized death's universality, but had a more difficult time with the finality of death.

Gordon and Klass (1979) summarize the Piagetian perspective: "Children at the concrete operational level, from about five to ten, are limited to specific causes and actual or possible occurrences but are able to divorce the idea of death from that of their own or the death of their parents. Death at this stage is understood as final but far away. The formal operational level, from about eleven on, is comparable to adult ideas about death. Fifth and sixth graders begin to express emotional and intellectual processes more like the adult. Older children can separate different experiences of death according to social value and meaning. Since they do not have to tie all thinking about death to their own experience, they can be rather theoretical as in the difinition of death as 'a way to get rid of people and get ready for new people' or simply 'the end of the life cycle'. Instead of being caught in their emotional expereinces of death, the formal operational level allows the child to reflect on the self such as in the statement, 'I don't like words like die, or dead, or kill...'"(31-32)

Stage theory of death perception has been refuted by Bluebond-Langner (1977), who studied children who were dying. It was found that children actually experiencing the process of dying went through a progression of developing awareness about death, but were able to comprehend dying and death regardless of age or intellectual ability.

Bluebond-Langner's study indicates the significance of experience in the child's perception of death. Both Kalish (1981) and Kastenbaum (1981) underscore the importance of considering both cognitive development and environmental influence when considering the child's perception of death.

Anthony (1972) conducted a study of children, ages five to fourteen, using story openings for which the children provided the rest of the stories. Focused on emotional responses, she found two prominent emotional responses among the children - sorrow

and fear. Sorrow was expressed related to separation, and fear was related to violent aggression.

Consistent with Anthony's findings, Elisabeth Kubler-Ross, through her years of work with dying persons of all ages, has pinpointed the fear of death as being fear of a catastrophic, destructive force over which the individual has no control. (1981, 20) Kubler-Ross states:

"When I ask my audiences what they are afraid of when they think of their own dying, most people say that they are afraid of separation, pain, suffering, unfinished business, leaving loved ones behind. This is only a very small part of the fear of death and not the significant part." (1981, 18)

Kubler-Ross (1981) discusses the manner in which people communicate their feelings about dying and death. Although some people express their feelings in "plain English", the vast majority express themselves symbolically. Children from the ages of four to ten tend to use nonverbal symbolic language, such as drawings, play and toys. Older children and adults tend to express themselves using verbal symbolism, the fear of dying being expressed symbolically as a catastrophic force bearing down on the individual.

The literature, then, suggests that the child between the ages of nine and thirteen tends to view death as inevitable, permanent, universal and part of the life cycle. The child's emotional response to death tends to include fear and sadness. In order to examine the child's perceptions of death, it is important to include means through which the child can express feelings verbally as well as nonverbally

III. ANALYSIS AND INTERPRETATION

VISUAL ARTS

In conducting an analysis of the visual arts entries, the authors categorized them according to the recurring themes they project. Some entries reflected more than one theme. However, in conducting the analysis the entries were judged by the main focus they present. The following are some of the themes presented through the entries.

1. Stereotypes

This group of entries reflected different stereotyping with respect to activites levels as well as physical appearances of the elderly. At the fourth grade level, the children projected the stereotypes of the elderly spending their time knitting and watching television. The presence of a pet, especially cats, appeared in many entries. Many of the entires indicated the physical disabilities of the elderly, relying on wheelchairs, walkers, tripod cane, or cane. (See picture #1)

The Sixth graders stereotyped the elderly as being physically handicapped and needing the help of others (#2, 3, 4, 5). We may notice (#2,3,4) the size of the elderly in the wheelchair as compared to the size of the nurse pushing it, and the call for helping the elderly. We may also notice the shape of the wheelchair (#4) and how it resembles a baby carriage and again the size of the elderly as well as his features as those of a little child. The entry (#5) reflects not only the need of the elderly for help, but the presence of a companion pet; a cat. Also, the entry reflects the message that children can help the elderly even through feeding them. We may also notice the resemblance of the facial features of the elderly woman and the child helping her.

Throughout some of the entries, there recurred the "park bench image" of aging. Many entries showed elderly sitting on park benches feeding birds. One of the entries was accompanied by a poem:

Man in the Park

His wrinkled hands
A sign of experience
His lonely eyes
Have seen everything
The park bench
His only real home
The free birds
His only real friends.

A recurring theme reflected in virtually all of the drawings was the depiction of the elderly with childish facial features and the addition of wrinkles or the absence of teeth.(#6) However, some entries reflected the details of aging (#7,8). The portrait of an elderly man probably the grandfather of the child, indicates the details of aging. However, the entry (#8) presents the common stereotyping of physical features of the elderly; i.e. hair style, nose, wart on chin, and the hearing aid on the ear. The stereotype of the sweet grandmother also reoccurs in the student's artwork. (see cover page).

The following poem reflects the lonliness of the elderly as well as the emptiness of their lives. An eighth grader commented on the loneliness of an old man pictured looking through a window in "The Old Man in the Window."

Here I sit in my window
alone
Hoping that someone will
come to my home.
As I sit and pray
all day
The children never come to say
I hope you have a very nice day.
Even though I'm all alone
I still have my
small and humble home.

2. Positive Images of Aging

A great many of the entries were representative of the positive images of aging and the elderly. The elderly in entry (#9) are seen performing on the stage singing I Love New York, however, we notice the sign on the piano indicating that it is old ..."Old Piano From 1968" !!!! Elderly people make the world a better place is the message of entry (#10), even though two of the four elderly in the picture are handicapped. Entry (#11) provides us with a very optimistic view of aging, "Older People Might Be Old in Age But They are Young in Heart". The elderly are shown playing baseball, skating and skiing. The theme of (#12) entry is similar to (#11) entry but reflecting different activities; voting, bicycling and jogging, with a clear message "The Elderly...Remember...Just Because They are Old Now Doesn't Mean They Always Were! They Still Can Get Involved!". Some sedate activities are suggested by the child presenting entry (#13) "Don't Think Your Life is Over Just Because You Are Old ...There are Activities; taking a bus trip to New York", "You Could Play Games", checkers, "Or Talk About Your Life!".

Many entries reflect the theme that the elderly are friendly to the young and old. Positive images of aging were perceived by a seventh grade class through physical activities; i.e. climbing mountains, playing gymnastics and other activities of a social nature. Regardless of age, the children presented a collage of pictures which cross social and status barriers. The pictures include President and Mrs. Reagan, Tipp O'Neill, Johnny Carson and a construction worker. The theme of friendship and togetherness is expressed here in the accompanying poem of a picture of two holding hands; a child and an old person.

The Young and the Elderly

The old and the young living together.
This kind of friendship will last forever.
No matter how old
No matter how young
No feeling is cold
In the love that has clung.
No matter how heartless all else can be,
The spot will be theirs
RIGHT UNDER THIS TREE!

The positive aspect toward the elderly continue throughout the eighth grade, for example this poem, which accompanied another painting:

Old People

Old people are nice.
Old people are never mean.
They always give you treats.
I'm not taking advantage, it's
just that they're sweet.
Old People!
Their hearts are always there
They think of you every minute of the year.
Old People!

A fourth grade class expressed their view of elderly people with unlimited capabilities. Their poem "Feeling Don't Get Old" views the elderly as an integral part of society with the same feelings and emotions as other generations.

Feelings Don't Get Old

I can have fun even though I am not young,
Fun isn't just for kids, you know.
Look at my face,
Doesn't it show?
I can feel sad even though I am young,
Sad feeling sometimes just won't let go.
Look at my eyes,
Don't they show?
Older, younger, does it really matter at all?
Everyone can feel love's warm glow.
Look, look at us!
Doesn't it show?

To foster positive attitudes towards aging and the elderly, a sixth grade class composed a song to accompany a poster, "We Sing Out For Old People".

"Old People"
(Our Song)

Getting old is not so bad,
It's not a reason to make you sad.

Getting old is not so bad,
Actually you should be glad.

Old people are important, too.
Just as much as me and you.

Old people don't waste their days,
They spend their time in many different ways.

They've loved and laughed and worked for years,
Their days should be filled with smiles, not tears.

Old people have learned alot,
We respect them from our heart.

The positive view of the intergenerational relations is reflected as a helping relation. Entry (#14) suggests the theme "A Good Samaritan...Be a Good Samaritan...Help The Elderly".

Another example of positive attitude is reflected by an eighth grade level participant who projected his conception of Senior Citizens as follows:

SENIOR CITIZENS

Smart, Energetic, Nitroglycerin pills, Inspiring, Original, Real great people, Creative, Intelligent, Terrific, Ingenuous, Zesty, Elegant, Nonagenarians, Senility attacks.

Although largely positive, some of the characteristics reflect frailty and detoriorating conditions; ie. senility attacks and nitroglycerin pills.

A fourth grade level participant felt that being in a wheelchair should not deprive an elderly person from enjoying life and participating in the usual activities such as going to a "Hardhat Store" which has items on Sale! (#15) Another entry shows an elderly woman playing golf on top of a hill with the accompanying poem:

The Golden Times

My aunt is 81
but that doesn't bother her much,
She goes right out,
And plays her golf.
And doesn't let anyone stop her,
Then she goes home and works all day,
Until it is time agin to play!
My Aunt Ann is the Best Aunt Ann,
Because she is alive and fun.

3. The Hazards of Being Old

The elderly are exposed to different hazards in our society as the sample of entries suggest. The first hazard which appeared in some entries was fire. The sample entry (#16) portrays this hazard with old people in an "Old Folks Home on Fire". However, it is of interest to notice that the playground of the Old Folks Home is that of children with the swing set in the middle.

The elderly are also seen as sharing the dependencies that are characteristic of childhood. One of these patterns of dependency is the dnager inherent in crossing roads. Entry (#17). A child is warning the drivers of the cars about the crossing of the elderly. The second entry dealing with the same theme (#18) warns the elderly not to cross highways, "Don't Cross Highway".

The message of entry (#9) is clear; "Count Your Money... People Might Cheat You!". It portrays how the elderly are taken advantage of due to their frailty and inability to fend for themselves.

The first prize winner of the visual arts entries(#20) is sending a clear message to our society; "Let Her Not Rock Her Life Away!. . Befriend the Elderly."

4. Death and Dying

Some students chose death and dying as their subject matter. One student was adamantly negative about death, stating in his poster: "Down with death and dying. Up with love and living!" (# 21). Death is depicted as a floating faceless figure; dying by a person receiving a blood transfusion in a hospital bed; love and living by a couple sitting and watching television. On the television is a newscast of a nursing home fire. All three components are divided by a diagonal line.

The few remaining presentations reflect views of death leading to eternal life, the inevitability of death, death as a part of the life cycle and the thought that people who die live in our memories. Those entries depicting death leading to eternal life typically showed floating figures rising from dead ones, ascending into the sky. The sixth grader who addressed the inevitability of death added a poem to her drawing:

Respect the elderly
you're next in line,
Love what they need,
don't make it hard to find.
If you make it your way to love
with each breath,
You can conquer
your future death.

Another sixth grader drew a set of stairs on which she inscribed a familiar prayer:

I expect to pass through this world but once. So, therefore, if there is anything I can do, or any kindness that I can show to any fellow creature, let me do it now. . . . for I shall not pass this way again. Amen

An eighth grader addressed the thought that people live on in our memories by accompanying her drawing with a poem:

When I think of the elderly
I remember a code
That should always be followed
By both young and old
Cherish the elderly because you will find
The secrets locked away
In their thought filled minds.

But when they die
Their thoughts will stay
In our hearts and minds
With each new day.

Another eighth grader showed a drawing of a man viewing his reflection in a pool of water. There is a moon overhead, also reflected in the water. The poem accompanying the drawing states:

The man has aged throughout his life
With young ideas that always rise
With all the pangs of living hell,
And happy moments that keep him well.
Some days are filled with rain and hail,
But hardly did this man ever fail.
He may have done a few things wrong,
And learned his lesson with every song.
He followed the best, though only a few.
They say his time, yes, will come soon,
But first he'll touch the silver moon.

It is interesting to note that in the death and dying entries in particular, the students added considerable verbal symbolism to accompany the visual symbolism. It was as though they could not represent their thoughts adequately about death and dying using pictures alone.

B. LANGUAGE ARTS

The first step in the process of content analysis was the development of categories of classification. For that purpose certain questions were developed by the authors to help them identify a frame of reference adequate enough to establish these categories. These questions were:

- What are the basic attitudes of the children toward the process of aging in general and toward their own personal aging process?
- What are the attitudes of children towards elderly people?
- What kinds of interpersonal/intergenerational relationships are reflected by the children?

The categorization of attitudes as positive or negative was determined by the projected feelings of the children and their interpretation of identified characteristics of aging or the elderly. Coders were instructed not to categorize data according to their perceptions but according to the criteria set by the authors. Grey hair, canes, walkers, wheelchairs, sickness, wrinkles, watching television, knitting, playing bingo are not necessarily negative perceptions, unless the child clearly reflects that in the entry. If the entry includes positive as well as negative inclinations, it is categorized as a positive/negative entry.

There were three basic categories identified:

How the children percieved:

1. The Process of Aging
2. The Elderly Population
3. Interpersonal/Intergenerational Relationships with the Elderly

The entries were grouped by grades so we may be able to identify any variations due to age difference. The following table indicates the distribution of the entries by grades:

Grade	Number of Entries
4	72
5	27
6	90
7	53
8	46
	288

FOURTH AND FIFTH GRADES

Due to the small number of entries of the fifth grade children, it was decided to include them in the fourth grade entries. The following is a summary of the findings:

This group of children (99 entries) tends of view aging and the elderly more positively than negatively. The general perceptions, feelings and attitudes of the entries reflect positive more than negative tendencies. In this group 66 per cent viewed aging and the elderly in a postive way and they also portrayed positive relationships with elderly members of their families and communities.

I. The Aging Process

Those who associated aging with family members or neighbors and who had close continuing relationships with elderly were more positive than those who projected their feelings and perceptions based on exposure to myths or misconceptions during their socialization process. Some of the negative comments reflect some of the myths; always sick, they need help, bored, lonely and withdrawn.

A. Samples of Positive Attitudes of Aging follow:

--"I think growing old is nice--growing older every year, doing things I couldn't do before."

--"Aging is growing older and wiser."

--"The only thing I want to grow older for is to get a job."

--"You will still be loved when you're older."

--"Raisins have a richer, stronger more fruity flavor, the same way getting older makes you stronger because of your experiences."

--"Getting older gives you more time to enjoy life if you stay active."

--"Growing older means living life to its fullest."

--"Aging to me is wisdom. Something young people don't have much of."

--"Aging is another word for love."

--"Being older means having more friends."

B. The Aging Process -- Negative Attitudes

The children portrayed negative attributes of aging including: sad, lonely, sick, weak, ignored, living in the past, confined in nursing homes and bedridden. Most of the children who have negative perceptions of the aging process in general their entries reflected the rejections of their own aging process.

Some samples of negative attitudes follow:

--"I don't want to grow old--it seems most old people suffer when they're old."

--"Aging isn't the best thing in the world to do--I don't want to be all wrinkly. I don't want to die of cancer like one of my uncles did."

--"Some old people are sad. Some are happy. They are sad because they're old."

--"I was told when you're old, people think your mind is full of mold."

--"It would be good if I could stay young all my life or die young."

--"If I had to stay old, it wouldn't be much fun."

--"I think old is boring because there's no one to talk to and it's scary and all alone."

II. The Elderly

A. Positive Attitudes

The fourth and fifth graders expressed positive attitudes towards the elderly citing them as being trustworthy, experienced, independent, giving guidance, caring, helpful, warm, nicer, wiser, and having the time to share with children.

A sample of the positive entries is as follows:

-- "Elderly people are stronger because of their experiences."

--"Elderly people are nice and kind."

--"You better watch out what you say about elderly people because Santa is one of them."

B. Negative Attitudes

The elderly population associated with the aging process was perceived negatively. These two categories (aging process-negative, and the elderly-negative) jointly focus on loneliness,sickness and confinement.

A sample of the negative entries is as follows:

--"My feelings about old people really make me sad. People can be blind and also very sick and people can die, too."

--"Old people have problems: house pay-ups, cancer, gas, children and heat bills."

--"They try to share their love, but nobody seems to care."

III. Interpersonal/Intergenerational Relationships

The fourth and fifth graders were consistently positive in reflecting their relationships with the elderly. Some of the children saw the elderly as sharing their lives with children, especially grandchildren and being helpful. The children saw their response to the elderly as one of respecting, caring and helping.

Samples reflecting the interpersonal/intergenerational relationships follow:

--"My grandma and I have lots of fun times together."

--"Old people can make mistakes, but they try to keep you from making the same ones."

--"Mr. Sullivan is my neighbor. He loves children and would talk to children everyday especially my brother Christopher, his little friend."

--"If a person you know and trust is older than you, you can probably depend on them."

--Help the old--they need our help."

--"My grandmother and I do lots of things. We talk, bake and sew with strings. My grandmother and I do lots of things. I love you, grandma."

--"Elderly people should be respected."

--"I think all children should be exposed to the elderly at an early age. I am not afraid of the elderly. I think elderly people are glad to see us."

IV. Death and Dying

In the fourth grade entries, 39 students wrote about death and dying. Of the fifth grade entries, 4 students addressed death and dying. Of the 43 entries, three students expressly stated that death is universal: "everybody dies". Eight of the students, however, stated that death is inevitable, using such phrases as: "death could happen at any time," "I know he is going to die," or "when I die." The finality of death was identified by three of the students, all three used the word "final" in their writings, as well as "you will never see the world again." Seven of the students viewed death as part of the life cycle, expressing the sentiment that death makes room for "babies to grow up and get old." Seven of the students mentioned life after death, using words such as "heaven" and phrases such as "death is an end and a beginning."

There was considerable expression of emotion regarding death. Expressing fear of death, seven of the students used words such as "scary" and "afraid." Seven of the students expressly stated "I don't want to die." One student conceptualized the fear of death as being universal, showing itself through daily fears and phobias Three students mentioned violence, using the word "kill." Sadness was mentioned by twelve of the students. Sadness coupled with anger at the death of a specific person was noted by two of the students. Three students saw death as a better alternative than pain and prolonged illness. Two students were distinctly positive about death, one stating "I will feel good inside to know I am making room for more people to live and die," and the other, "You start a new life

in heaven and feel happy." Typifying ambivalence was the statement, "I don't want to die, but Heaven is nice. Hell is not." Five of the students expressed ambivalent feelings about death. Three students expressed altruism, two of them wanting to help and find cures to prevent death in others, and one stating that he would rather die than have his friend die.

The following is a sample of statements reflecting children's attitudes towards death and dying.

--"When you get sick, it really makes you feel crummy. That happened to one of my grandmas. She died when she was 82. Two of my grandfathers died too, so didn't one of my aunts. So that's why I don't want to grow old."

--"The most scary thing is dying. But it will happen to all of us."

--"Soon everyone will die; there is no way to stop it. Death is an end and a beginning."

--"I think when older people die, they just start a new life."

--"I don't want to die, but we are going to if we like it or not. Death means to me that we are leaving this earth and going somewhere else."

--"When you get old, you sometimes think you're going to die. Well, it will happen to all of us. When you think about it, it seems scary to you, but when it happens you feel better."

--"When I think of death, I feel that I don't like it because you will never see the world again."

--"I don't want to die. I don't want to get old. I have known many people who have died, most from old age."

--"Death isn't the greatest thing to do."

--"Death, so they say, is a trouble that seems far away. But any day your life could be healthy and just fade away."

--"I don't want to die, but Heaven is nice, Hell is not."

--"I don't want to die of cancer like one of my uncles did. I want to die in my sleep because it's less painful."

--"I think dying is kind of painful. I wish it wasn't so painful because my grandfather died. Before he died, he said it was very painful."

--"Death and dying gets me scared."

--"Death is when someone dies. It is a sad thing. Most people don't like to think or talk about it. It's not a pleasant or happy sight."

--"I really never wanted to think about death. Maybe it's because I don't want to die. I'm only nine years old, but it's sad to think about dying without getting ready to cry."

--"What dying means to me is when someone dies, it is very sad."

--"To me the word death means to get really sick, faint, get killed or to get buried in a grave yard."

SIXTH GRADE

The majority of the sixth graders (72%) view aging and the elderly from a positive perspective, while 18% view both the elderly and aging as having positive as well as negative aspects. They describe the elderly as: fun, nice, active, as good as anyone, human beings, capable of doing things, healthy, enjoying life, able to travel, can do what the young can do, same as young inside, age only skin deep, energetic, great and loving.

I. The Aging Process

A few students expressed that age is a state of mind and urged the elderly to be active, not sad, not sitting in a chair knitting. Some perceived the elderly as having health problems, being lonely or having limited incomes.

A. The Aging Process - Positive

Samples of positive attitudes of aging follow:

--"Age is only skin deep. It's what's inside that counts and that's a thought to keep."

--"It's up to the individual as to how he or she accepts the fact they are members of the Senior Citizens Set."

--"Getting old does not mean throwing your life away and sitting in a rocking chair all day. Old people are beautiful, capable and should have the chance to prove it to themselves and to everyone else that they are."

--"Old is not sitting at home and not doing anything. It's going out and having fun."

--"Being old doesn't mean you are ready to die. It means you are usually sixty-three years old and are retired from working."

B. The Aging Process - Positive/Negative

Sixth graders who assigned negative attributes to aging and the elderly also expressed positive perceptions of the realities of aging. The children recognized the negative stereotypes of the elderly and offered remedies for a happier, more productive aging experience.

Samples of positive/negative attitudes of aging follow:

--"I wish older people wouldn't feel as though they were incapable or not worthy of anything. Some old people often do really feel that way, then I feel glad because they can do alot."

-- "Young people think old people are bad. But that is very sad. Because old people are nice, and they shouldn't sit around knitting, but they go outside and do something active."

--"Most old people really do sit around knitting but they should do a lot more things that are active because they can do it."

II. The Elderly

A. Positive Attitudes

The majority of the sixth grade entries reflected positive attitudes and perceptions of the elderly population. Their references were more general and abstract than the lower grades which focused on family members and friends.

Samples of positive attitudes of aging follow:

--"Old people are fun, old people are nice. All people should love old people because they love us."

--"Old people know a lot. Old people still care about people. Old people used to be like us. Old people are able to do things. Old people still have friends and old people still have feelings."

--"Old people are nice people."

--"He's 93 years old and he loves to climb mountains as a hobby."

--"Just because he has grey hair and he may have brittle bones, it doesn't mean that old people can't do what young people can do."

--"Old people can do many things that young can do...most people that are old are healthy."

--"The elderly just don't sit in their chairs. They have a good time like me and you."

--"Elderly persons can be fun. They can also be active. If you enjoy elderly people, they will probably enjoy you."

--"Elderly people, give them a chance. Just because they are old that doesn't mean they have to sit in a rocking chair and watch television...old people are great."

B. Positive/Negative Attitudes Toward the Elderly

Several students felt that the elderly had a poor self-image. Some of the comments included phrases like, "You are not worthless, you should not sit around, get up and have some fun." As with aging, their entries included both positive and negative perceptions.

Some examples of positive/negative attitudes follow:

--"The elderly are discriminated and ignored by society. It also seems that the elderly are often rushed into nursing homes because their families do not want to bother with them anymore. There is a lack of love in an elderly's life. The best and only medicine for the elderly is love, kindness and consideration."

--"When they're old, some people think their life is lost, but it's not. They can do anything any younger person can do, sometimes they can even do it better."

III. Interpersonal/Intergenerational Relationships

Intergenerational relationships were infrequently mentioned. The references did propose that youth should respect the elderly, visit them and the elderly can share their experiences with children.

Some samples follow:

--"Young people think that old people can't do anything like swim or run. They can do anything that we can do. They're no different from us."

--"Many older people have health problems and are unable to drive their cars...younger children should try to visit the elderly people often and bring sunshine into their homes."

IV. Death and Dying

Of the seven children in sixth grade whose entries were in death and dying, all but one focused on the emotional domain. Fear and sadness were expressed by four of the children; one saw death as a better alternative than a nursing home; one expressed a wish to find a cure for cancer.

One entry seemed to personify death as a dragon in a cave being slain by old cave people. This was the only entry in the contest that appeared to approach death as a personification.
Some samples follow:

--"It must be frightning (sic) to be old and think that you only have a month to live."

--"I would rather die than be put in one of those homes."

--"But one thing I'm scared about when I get old is dying."

--"Sit back and wait for my turn to die, and hopefully go to heaven."

--"What will happen when we are dead? When will I die."

--"I hated it!"

--"I'd work every day trying to find a cure for cancer."

SEVENTH AND EIGHTH GRADES

The results of analysis of a sample of the entries indicated that the perceptions, feelings and attitudes of the seventh graders resemble those in the eighth grade. For that reason, both grades will be analyzed as one group.

I. The Aging Process

A. Positive Attitudes

Approximately three-fourths of the seventh and eighth grade entries acknowledge positive images of aging. At this level, the entries reflect a higher degree of sophistication (cognitive development) as the children form their conclusions about aging in general. Some samples follow:

--"Some people believe that they are old at forty while others still feel young at sixty. I know a man who is forty, he believes he is old. I know another man who is in his 60's ... he leaps out of bed at six in the morning, exercises, fixes breakfast, rides his bike and coaches Little League Baseball. The two present quite a different contrast. Perhaps age is a state of mind."

--"Growing old is just a part of life. You just get wiser."

B. Negative Attitudes

Negative aspects of aging mentioned were: Physical limitations, confusion, wrinkles, and lonliness.

Nursing homes were seen as graveyards for sick people, having lousy food, boring . . places where people are treated like children, but also as safe places with care available and an attentive staff.

Many of the seventh and eighth grade entries were in composition form and too lengthly to reproduce. Some of the titles and excerpts follow:

--"Aging - the Dreaded Process"

--"Fate has taken its toll, as was found out by Ellen. She stared

out the window, afraid and angry at her son, his wife, but especially fate, who had locked her inside herself, and thrown away the key."

--"I don't think of this place as an old folk's home. I think of it as a prison."

II. The Elderly

A. Positive Attitudes

Consistent with the aging process category, the majority of the perceptions of the elderly were positive. They included descriptions of the elderly as: happy, full of life, capable, independent, friendly, lively, active, alert, energetic and wise. The positive entries suggested that youth can visit, share, learn and see the elderly as individuals, respect and enjoy them. Grandparents were viewed positively. The following is a sample of some statements mentioned in the entries reflecting the perceptions, feelings and attitudes:

--"My great-grandmother is in a nursing home and she loves it. She gets a lot of attention from people - - she likes the nursing home because she feels safe in it."

--"All my grandparents, who I am sure represent a large number of old people, are very alert, energetic and able to change their view."

--"I think that old people have a lot to offer the world and that they're just plain wonderful people."

--"An elderly folk is just a folk with a little more experience and a lot more knowledge of life."

--"A lot of people living in the United States have the wrong idea about the elderly. In one survey, 180 children living in the U.S. were asked what they thought of old people. They replied that the elderly were grouchy, unattractive and passive. I'm not saying these answers don't apply to any older person, but most old people are not this way."

B. Negative Attitudes

Loneliness and desertion was the focus of the negative perceptions of the seventh and eighth graders. Some samples follow:

--"As Jim walked down the lonely corridor of the old age home, he realized that the nightmare of becoming old had finally come true. He would spend his last days not with his "caring son, but with other people who had been deserted by their families."

--"My name is Henry: I am seventy years old. I live at a nursing home. My children stuck me there because they think I'm going senile, but I'm not."

III. Interpersonal/Intergenerational Relationships

A small number of entries were concerned with society's relationship with the elderly.

A. Following is a positive comment:

--"There are many different kinds of elderly people. Different ones like different things. We shouldn't group them all together and say that they all do things in the same way. They should be treated like individuals. The elderly have a very special place in our society. They should be treated with dignity, respect and most of all love."

B. An example of the negative intergenerational relationship follows:

--"Many children today do not respect or honor elderly people. Some elderly people do not understand the actions of young people. As a result of these differences the two generations argue and ignore the assistance each can give the other."

IV. Death and Dying

Twenty nine entries dealt with death and dying. Recurrent themes in the cognitive domain included: universal (18), after life (12), final (8), death as practical since it controls overpopulation, make space for others, realistic and part of the life cycle. In one entry, the student discussed the pros and cons of dying at 65, as in retiring from life. The emtional domain reflects anger (3), fear (7), guilt (2) and sadness (6). A sample of the entries follow:

--"I really fear dying even though it's not too bad."

--"I have no fear of death because I know I've done my part."

--"The worst thing about being old is that at anytime (sic) I could die."

--"Sometimes I get scared knowing that someday I will die."

--"Dying is for everyone regardless of who they are."

--"When I'm about to die, I will know that I had a great life."

--"I wish we could be closer."

--"It's hard talking about death in front of her, but she says she's not scared to die, because we all have to die sooner or later."

--"I wish they never had to die."

--"Let me live just long enough to teach the young the importance of their play."

--"My life is soon to end. I'll be dead soon then I'd like."

--"Afterall (sic), one day you're destined to DIE!!!

--"But as they grow older they understand the true meaning of dying."

--"Great-grandmother passed away, but somehow I didn't feel so badly, because of vivid memories. . ."

--"When I think about death, I am not frightened at all."

--"Am I afraid of dying? Yes, I'm afraid of the unknown."

--"Her death was a great loss to all of us."

--"Death - something that comes to everyone leaving emptiness and sorrow."

--"Death is not something to fear, it is something to awe."

IV. CONCLUSIONS AND IMPLICATIONS

It is important to indicate that this study is exploratory in nature. The conclusions and implications are primarily suggestive for further exploration not only in the area of content but the methodology as well. The study raises many questions and probably can be replicated.

I. METHODOLOGY

It is significant to note the unique format of this study. This study deviated from the usual methods and techniques of attitude measurement. By using the conventional methods there is always the risk of responding to predesigned stimuli; direct or projective. (as examples see Jantz (1977) McTavis (1971), Phenice (1981) and Treybig (1974). In offering the children an opportunity to react to their natural environment and focus on one of its aspects seems to be more sound especially with this particular age group. This method creates an atmosphere conducive to spontaneity as well as creativity.

The following are some reactions and implications:

1. It is assumed that teachers as well as parents encouraged their children to participate in the contest. It is also assumed that there might have existed a psychological pressure on the children to compete to win. The question is if this had in reality affected the nature of the content of their entries. It may be argued that the announcement of the contest suggested that neither positive nor negative attitudes would be a determining factor in judging the entries. All judges were selected from the different fields; i.e. language arts, theatre, music, visual arts. The judges were instructed to make their decisions based on the merit of the entry regardless of the attitude projected.

2. Curriculum intervention is an important factor in the development as well as the change in attitudes. The role of the participating teachers varied from one situation to anther. Some teachers developed curriculum units for their students to inform them about the topic while others did not provide their students with any information except the instructions for the contest. It is assumed that this might have affected some of the entires. However, it

may be argued that the purpose of the study was not to measure the effect of curriculum intervention but to explore the attitudes of the children at the point of developing their entries regardless of prior experience or exposure.

3. The visual arts analysis was a challenging task. The entries were reviewed by three teams of judges usually working in pairs. They were instructed to describe the entry as well as interpret the message(s) projected in the entry. There was a degree of consistency among the teams even though they worked separately. It became evident that there were reccurring themes, which were used for categorizing the entries. However, qualitative interpretation was the only viable approach to develop an understanding of the messages projected by the children.

4. The content analysis of the language arts was not an easy task, due to the wide spectrum of the topics covered, i.e. aging, the elderly, death and dying. Thematic approach was utilized in the first attempt of categorizing the data. It became evident that the categories were not exclusive as well as they became more flexible and ambiguous. It was decided that it would be appropriate to identify the tendencies of the children in expressing their perceptions, feelings and attitudes. Coders were instructed to objectively base their judgement on the projected feelings of the children more than the images or characteristics of aging and the elderly. The categories were developed based on this criterion and it became clearer to proceed with the analysis and interpretation accordingly.

   In the area of death and dying, the entries were consistent with the findings of studies based on Piaget's theories of cognitive development. The affective component of the entries was also consistent with previous findings expressed in the literature.

These are some methodological considerations and implications which would be useful for further studies.

II. GENERAL REACTIONS

The majority of the entries viewed the psychological and physical aspects of aging positively. The ratio of positive to negative attitudes was surprisingly high: almost 2 to 1 in general.

A. Visual Arts

It is interesting to notice the clarity of the messages and themes reflected in the visual arts entries. The authors realized the difficulty of the topic and the process of moving it from abstraction to the realm of reality. However, the entries indicate the ability of the children to creatively express their inner feelings through the arts. All the entries with no exception carried a theme or message.

B. Language Arts

The analysis of language arts entires reflected an important result. According to the developed categorization process, three general categories were established: positive, negative and positive/negative. The distribution of the entries according to grade level is as follows:

Grade	Positive	Negative	Positive - Negative
4	47	24	1
5	16	9	2
6	72		18
7	25	14	18
8	20	15	11

It is possible to suggest that with the increase of grade level, attitudes tend to be less positive, with an increase in the positive/negative category. This category reflects the ability of students to view the reality of aging without being on either side of the continuum.

Previous studies have suggested that there is an overall negative personal prejudice toward the elderly. Children reject the idea of developing the physical and social limitations associated with old age, and the entries do not necessarily contradict this premise.

Negative attitudes and perceptions were documented on all grade levels as the elderly were stereotyped as being bored with life, invalid, and lonely. The nature of the contest was not to prove the elderly as good or bad, and the focus was on the student's ability to articulate his/her ideas through the language arts medium. The judges were not gerontologists and prizes were awarded based on proficiency in language arts. We do not presume to pass judgement on attitudes and perceptions.

The content of the death and dying entries is consistent with the findings of studies based on Piaget's theories of cognitive development. The affective component of the entries was also consistent with previous findings expressed in the literature.

It is our belief that exposing children to the concept of aging engenders positive attitudes toward the elderly and the aging process itself. An implicit result of this study has been the creation of a sense of awareness in children, parents and teachers, crucial to the development of healthy attitudes toward aging.

The fact that children identified positively with grandparents and elderly friends could have significant implications for the role of the family. An increase in experience and contact between children and the elderly can help children reject stereotypic attitudes about the elderly and their own aging process. Parents can be active participants in fostering these healthy attitudes by consciously exposing their children to the concept of aging through experiences and interactions.

The work of the children in this unique study indicates sympathetic, caring, and accepting perceptions of the elderly which derive from the child's personality. Recognizing the existence of this valuable resource, the capability of developing educated and sophisticated positive attitudes toward one's own aging process becomes apparent. The classroom emerges as an effective vehicle for the creation and promotion of positive attitudes toward the elderly, aging as a process and death and dying.

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OLD PEOPLE ARE PEOPLE TOO!

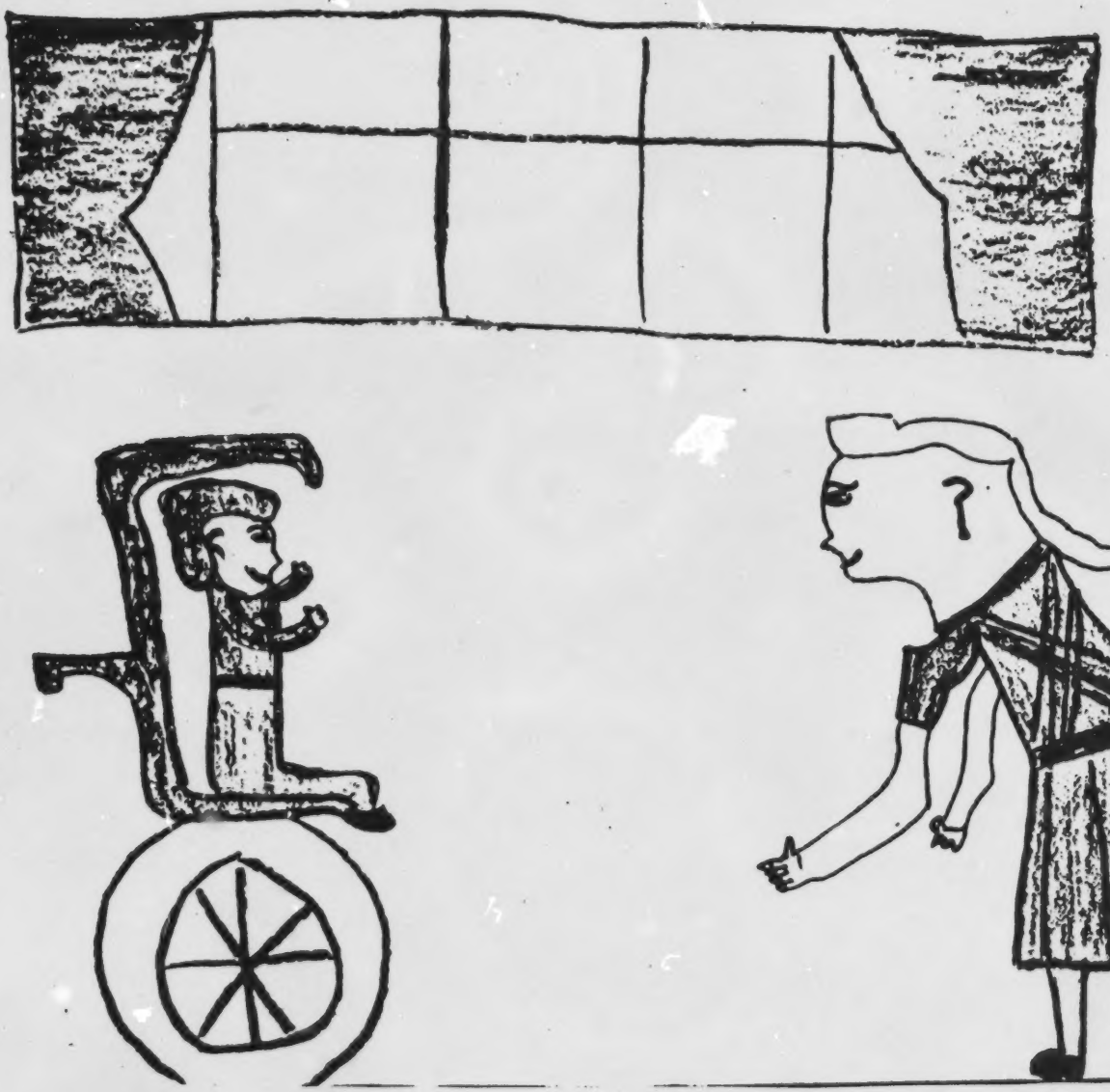
PICTURE # 1

PICTURE # 2

HELP ELDERLY PEOPLE

PICTURE # 3

The Lady I s Talking with the old man..



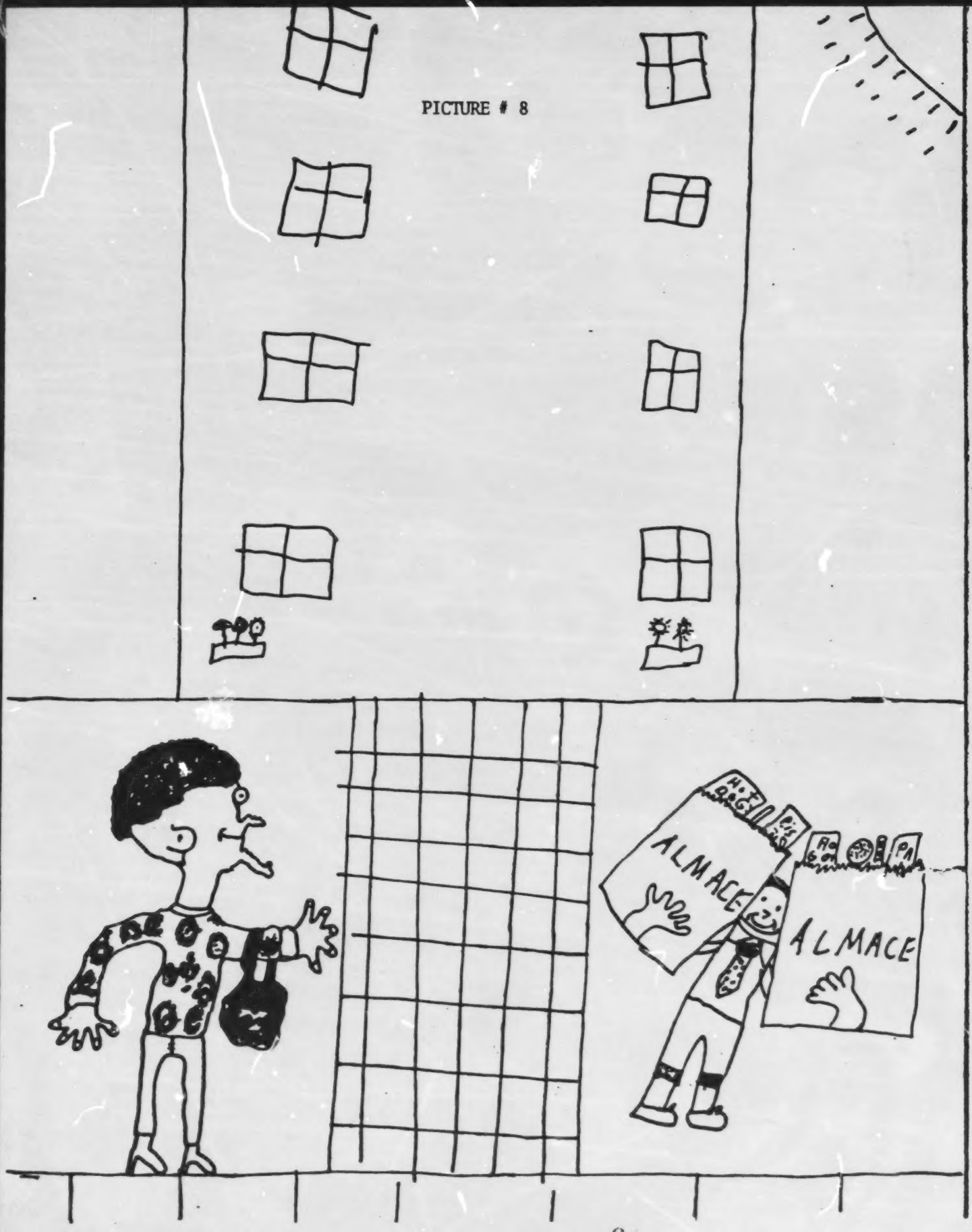
PICTURE # 4

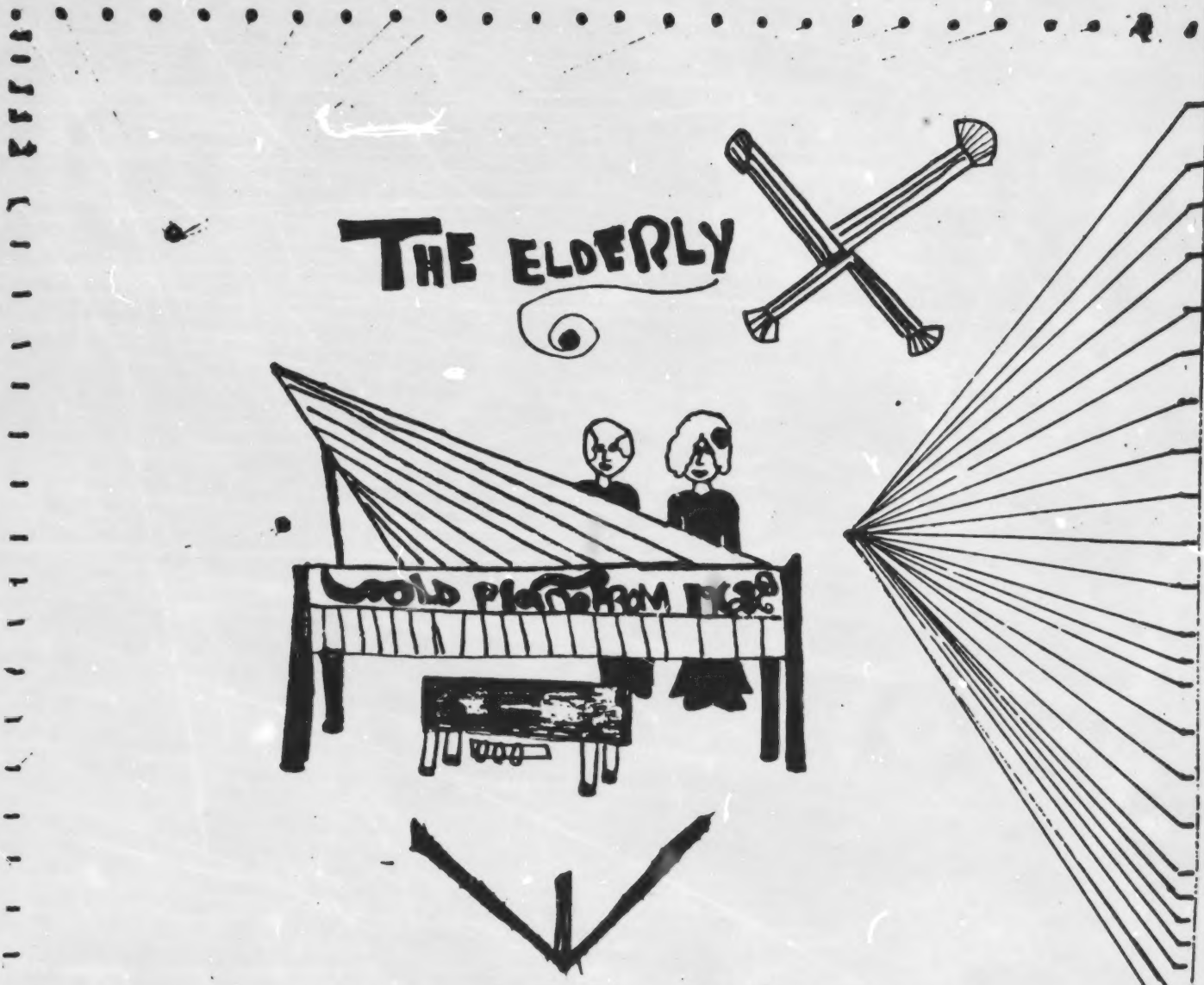
PICTURE # 5

PICTURE # 6

PICTURE # 7

PICTURE # 8



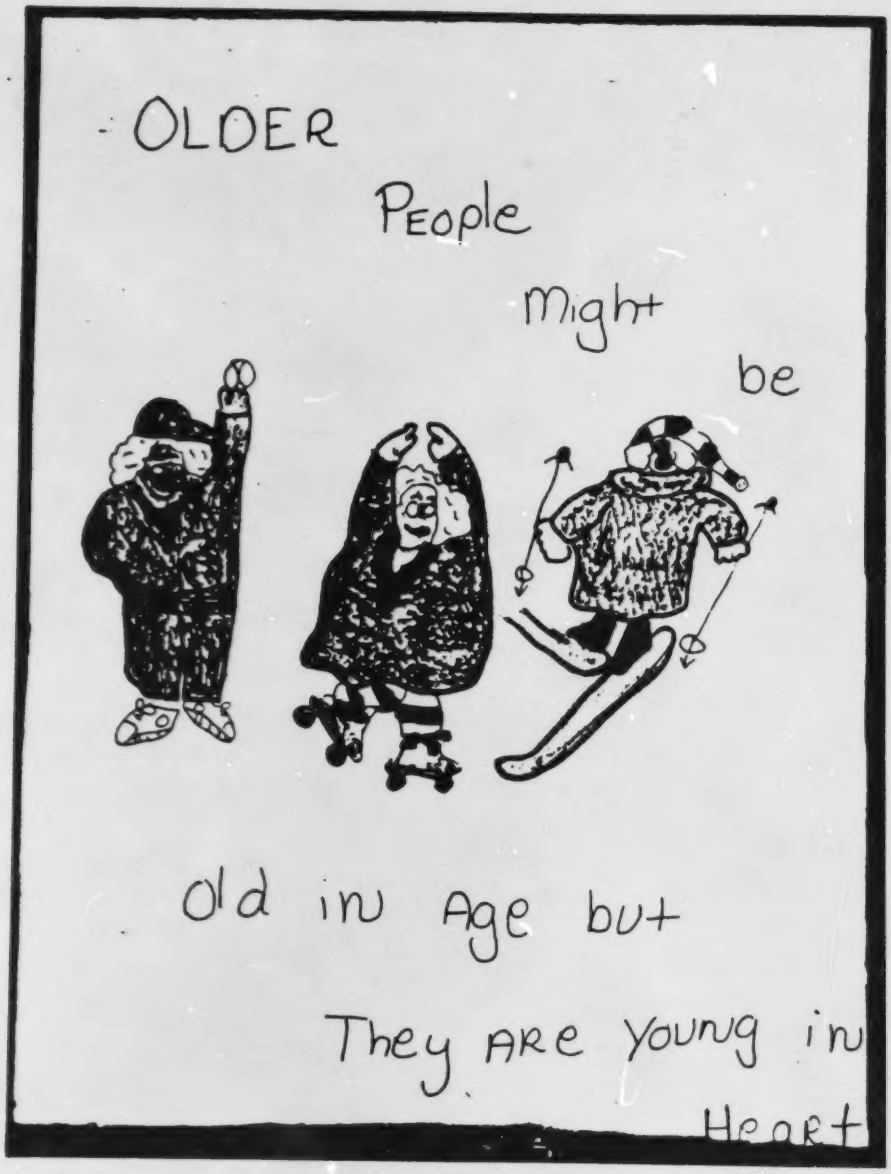


PICTURE # 9

THE OLDMAN and THE OLD LADY ARE in THE STAGE. singing I Love N.Y

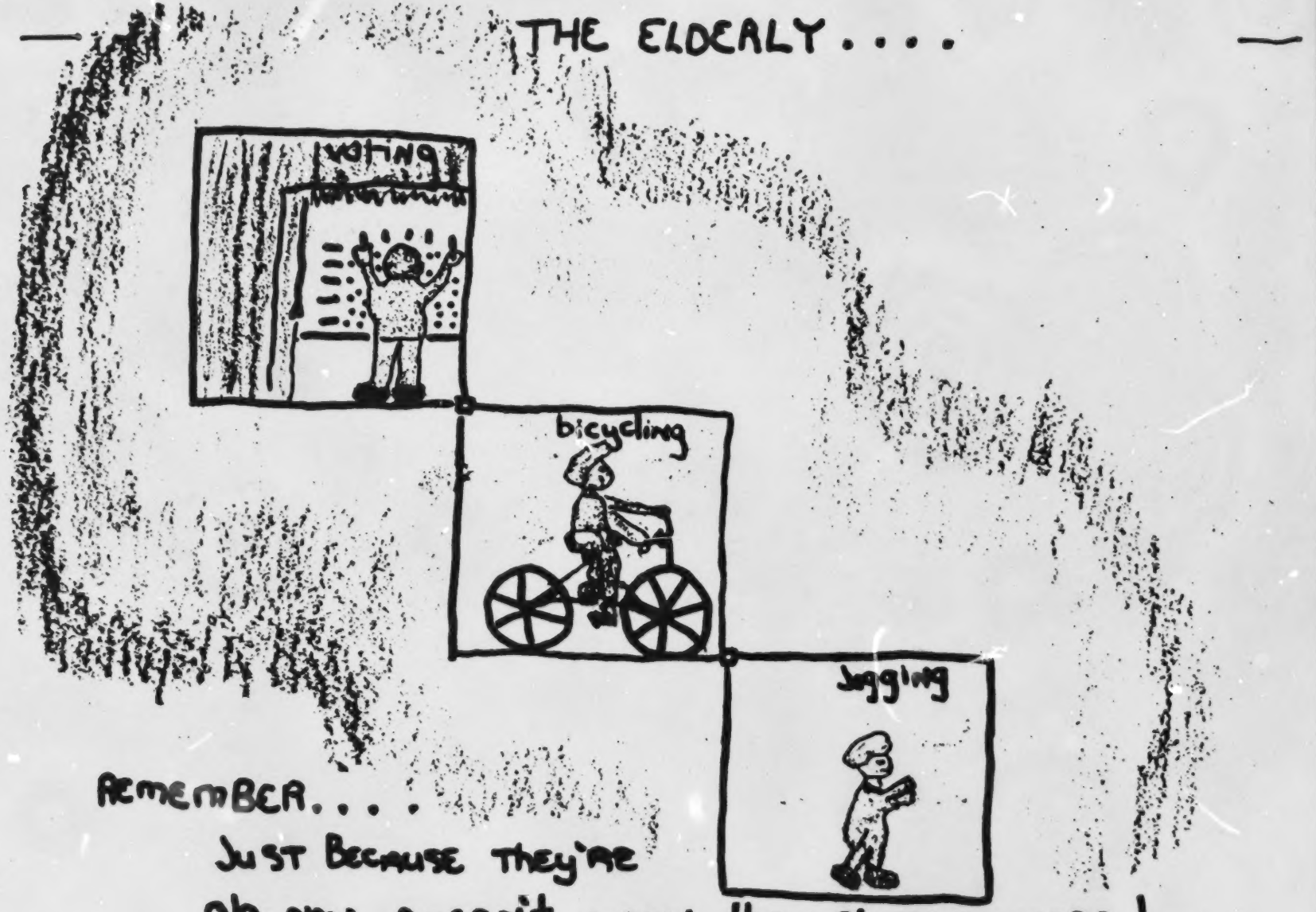
ELDERLY PEOPLE

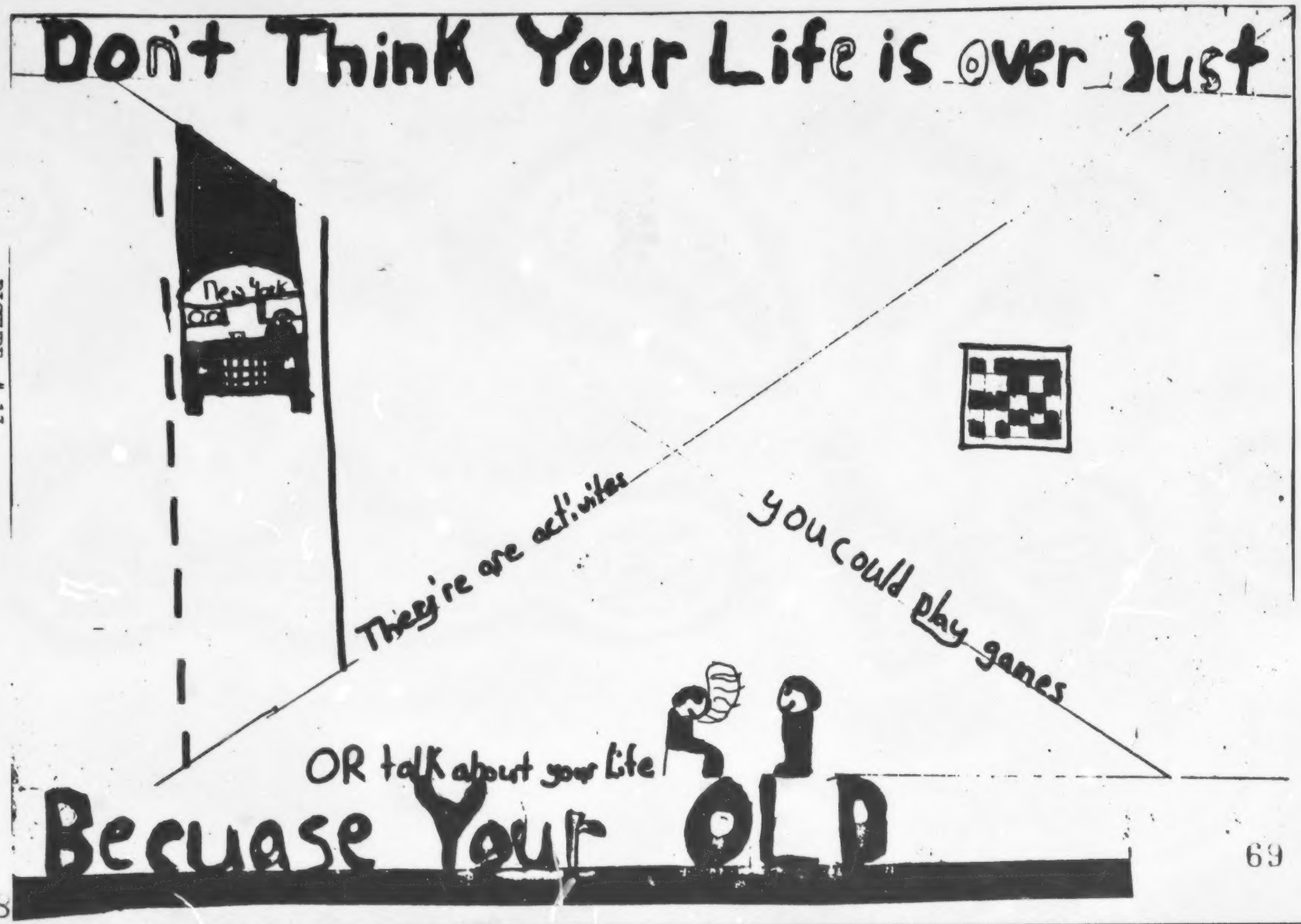
PICTURE # 10.



PICTURE # 11

PICTURE # 12

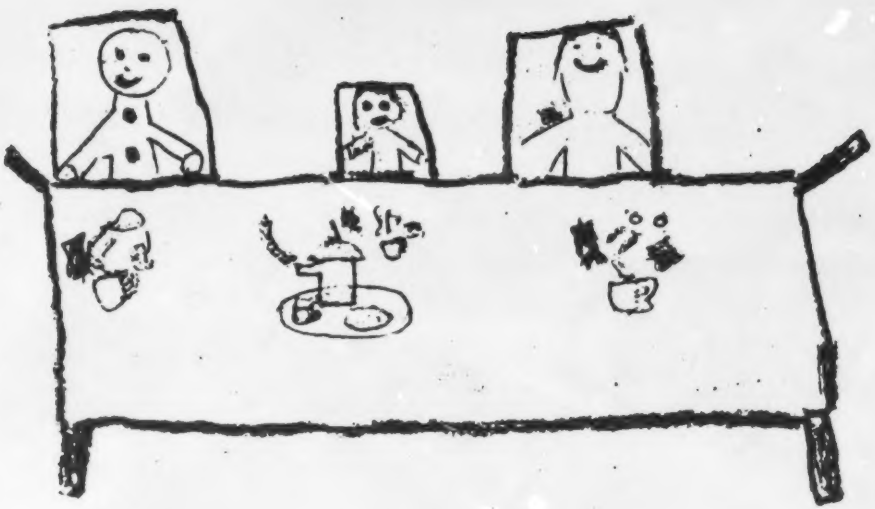

THE ELDERLY....
voting
bicycling
jogging
REMEMBER....
JUST BECAUSE THEY'RE
OLD NOW DOESN'T MEAN THEY ALWAYS WERE!
THEY STILL CAN GET INVOLVED!


Don't Think Your Life is over Just
New York
They're are activities
you could play games
OR talk about your life
Because Your OLD

PICTURE # 13

A Good Samaritan

PICTURE # 14



Be a Good Samaritan
Help the Elderly!

PICTURE # 15

RHODE ISLAND COLLEGE ©RIC

PICTURE # 16

Old Folks Home ON Fire!
Old Folks Home
Help! Fire!
Help! Fire!
Help me!

PICTURE # 17

look another elderly
look The elderly
and these street They are To much elderly ho I Know Why? because I see Ihouse of elderly

DON't
CROSS
HighWa
PICTURE # 18
RHODE ISLAND COLLEGE
RIC
ART

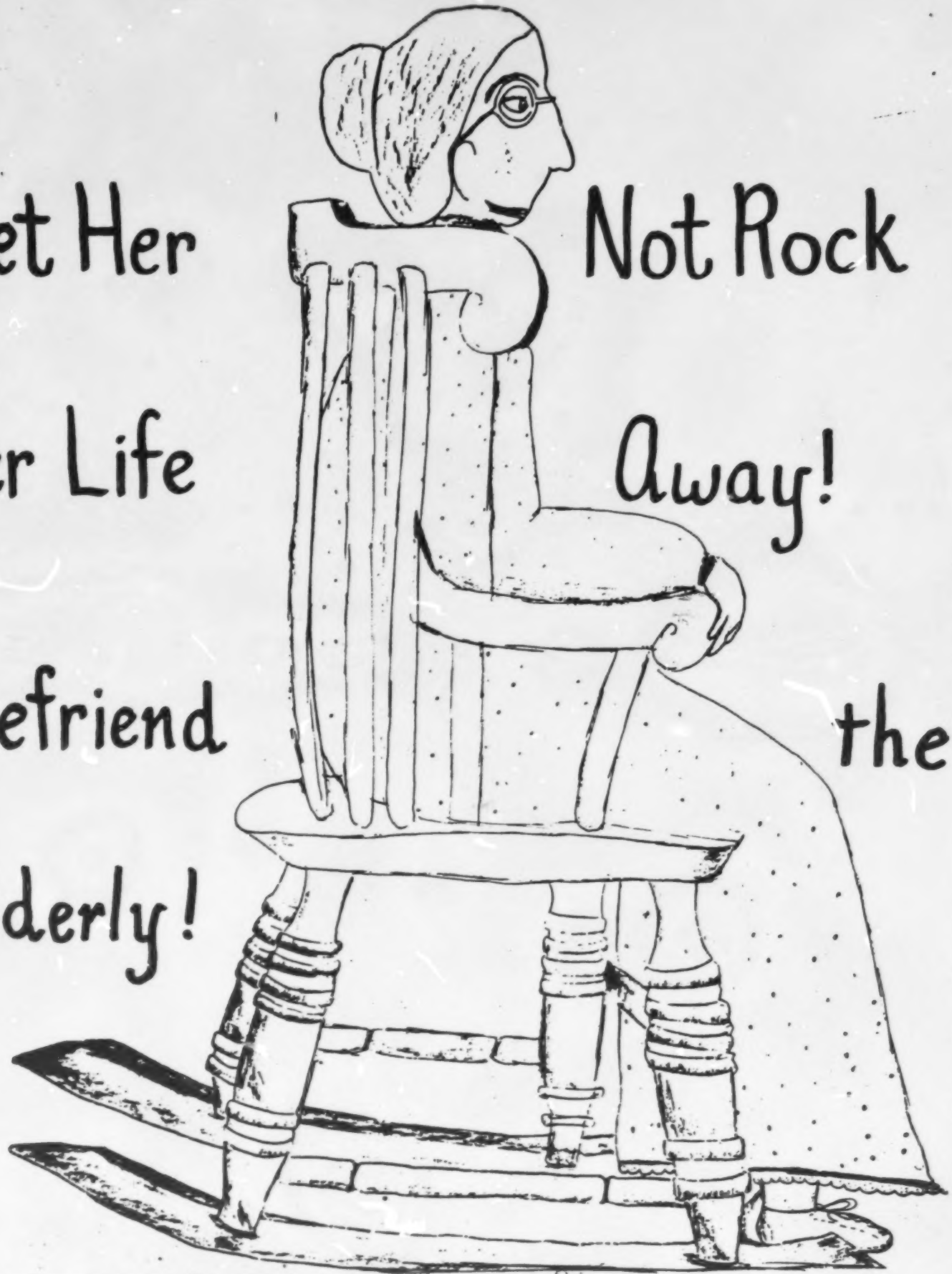
COUNT YOUR MONEY
DRUGS
PEOPLE MIGHT CHEAT
you!
$
Cooler
Eggs
Butter

PICTURE # 19

PICTURE # 20

Let Her Not Rock Her Life Away!

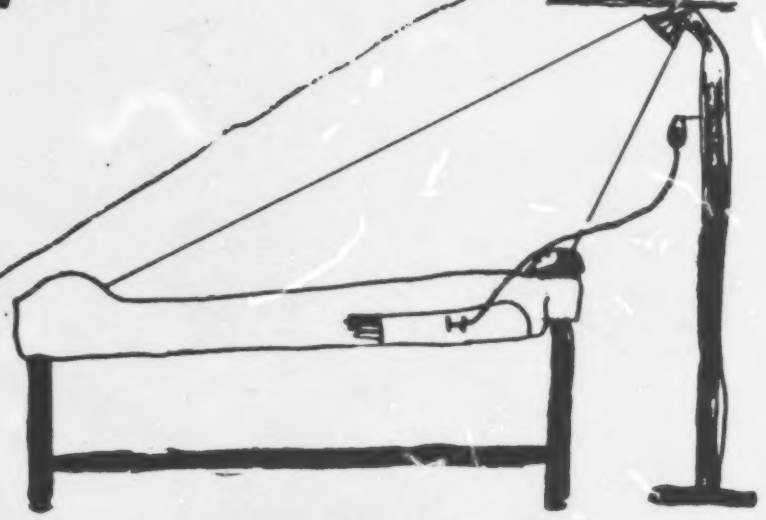
Befriend the Elderly!



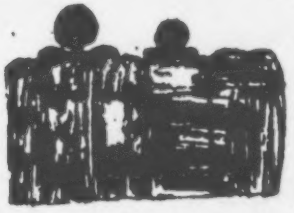
DOWN WITH DEATH

&

DYING



UP WITH LOVE & LIVING



PICTURE # 21